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ABSTRACT

This report is an attempt to summarize some of the concerns and problems of the Work Incentive Program of Los Angeles. The educational counseling component of the program, Division of Adult Education, has as its major objective to maximize the opportunities of the WIN enrollee, who is encouraged to educationally advance himself vocationally and/or academically. Student questionnaires were distributed; a teacher survey was conducted; and statistical data on the classes were collected, in order to screen out the problems and concerns of this program. These were found to include the following: lack of student-teacher communication concerning vocational goals, lack of student motivation, varied abilities of students placed within the same classrooms, and personal and/or financial problems of students. The conclusion drawn from all the data collected is that the success of the program depends largely on the placement of students into vocational and on-the-job training programs, getting closer to job placement and off the welfare rolls. (CK)

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A SUMMARY...

BASIC EDUCATION AND E.S.L. COUNSELING

IN THE

WORK INCENTIVE PROGRAM

BY ARMANDO PEREZ

A. E. 1970

AC 010 872

[illegible]IVISION OF ADULT EDUCATION

Foreword

The W.I.N. enrollee is encouraged to educationally advance himself as much as possible; whether his primary goal is entrance to vocational training, GED Preparation, or attempting to secure a high school diploma.

The educational counseling component of the Work Incentive Program, Division of Adult Education, has, as its major objective, to maximize the opportunities of the W.I.N. enrollee. This responsibility is shared by the teachers, the educational counselor, and the representatives of the Department of Public Social Services, the California State Department of Education, and Human Resources Development.

Some benefits of counseling are not readily visible. An attempt is made to penetrate and strengthen the self concept. The student-teacher relationship is very personal and involving in the sense of knowing and understanding the many problems of each student and the constant challenge of providing the individual flexibility that is required.

The counseling component, at present, is restricting its testing, counseling, evaluation, and follow-up and statistical data, primarily to basic education, GED, and F.S.L. classes. It is hoped that with additional staff, the component will be increased to include the vocational training stages of the enrollee.

This report is an attempt to summarize some of the problems and concerns of the W.I.N. Program. Valuable experience and imput have been gathered from over 1,500 students who have undergone basic education and/or English-as-a-Second language. Our thanks to more than 80 teachers who have been an integral part of the counseling effort.

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Los Angeles City Unified School District
Division of Adult Education
WORK INCENTIVE PROGRAM
May, 1970

The area of counseling in the WIN Program is concerned with communication..... communication in the scope of clarifying the program objectives to our students, teachers, and the varied agencies and their representatives. Communication in the sense that the needs of the program are understood and that the people involved in the carrying out of the objectives, understand what must be done to get the many people out of the WIN Program into meaningful employment and training.

Many of the organizational problems involved in a program, such as WIN, have been experienced in the Manpower Development Training Act (MDTA) and the Concentrated Employment Program (CEP). From our experiences in these poverty type programs, we have been able to anticipate some of these problems and, hence, set up specific evaluative measures; specifically, pre and post test data, dispositional information on students in the basic education classes, evaluation criteria, both for the students and employment counselors, "appropriate" testing, emphasizing the proper attitude in evaluating tests, in terms of personal teacher evaluations attached to test results, and being most aware of test limitations and not using the results by themselves in order to make vocational/training determinations. The statistical data has further meaning in that there are definite courses of action that are suggested in order that the program continue to make improvements and that personal growth of the people involved in the program broadens.

Almost all of the data from this report comes from student questionnaires, teacher survey, and the statistical data kept on every WIN basic educational classes. The time covered is from December 1968 to May 1970.

In the basic education classes (primarily English speaking) 65% are females. Conversely, the English-as-a-Second Language classes have a percentage of 73% males. The mean age for the basic education student is 31, while 41 is the mean age for the ESL student.

Based on responses from the questionnaire, the ESL student has been in the program for 40 weeks, while the basic education student has a mean average of 25 weeks. Twelve per cent of the people enrolled in the basic education classes are non-citizens, while 80% of the ESL students are non-citizens.

The movement of people from the basic education classes and the English-as-a-Second Language classes varies greatly; as well as the time spent in class. Here is a breakdown of the dispositional differences with 39 classes serving as a representative sample:

ESL Classes 12
- A. Number of people....547
- B. Left class; not "drop outs".....295
- C. Average weeks of attendance of students that left class.....19.9

Basic Education classes 17
- A. Number of people....1149
- B. Left class; not "drop outs".....780
- C. Average weeks of attendance of students that left class.....15.1

DISPOSITION OF STUDENTS

ESL Students.....

1. Vocational training..... 7%
2. O.J.T. 2%
3. Moved away..... 4%
4. Transferred to basic ed... 17%
5. Got a job..... 10%
6. Illness..... 5%
7. Attendance - personal and unknown..... 16%
8. Transferred to another ESL class..... 39%

Basic Education Students.....

1. Vocational training..... 18%
2. O.J.T. 2%
3. Moved away..... 3%
4. Transferred to basic ed. (including GED Prep.)..... 20%
5. Got a job..... 10%
6. Illness..... 8%
7. Attendance - personal and unknown..... 36%
8. Back to ESL..... 1%
9. To college..... 2%

INTERPRETATION OF DATA

1. The ESL student, based on the people who have left an ESL class, stays in class for approximately 21 weeks.
   a. Almost 40% of the people that do leave a class are cycled into another ESL class or level. Hence, a promotion for an ESL student is to another classroom situation.

2. Most of the ten per cent of the ESL students who got jobs did so mainly on their own and did not complete training. In essence, they still needed more English skills.

3. Almost half of the vocational training percentage (ESL) comes from one instructor, who happens to be situated in a school that offers varied vocational courses and, hence, has moved many of his students into them.

4. Type of movement within the ESL classes seems to substantiate student comments regarding minimal contact with HRD counselors.
   a. The ESL student is in class much longer than the basic education student, and counselor contact with the ESL students is minimal; movement does not require much time that has to be taken by counselors.

5. The basic education student has a higher dropout rate.
   a. The main outlets or advancements are vocational training, and advanced basic education courses, such as GED Prep. and pre-LVN.

Let's try to put further meaning into this data with the use of test results, as taken from the Tests of Adult Basic Education.

1. The basic education students (primarily English speaking) stay in class a shorter period of time and achieve at a faster rate than the ESL students.
   a. The period of time in class is shorter when the student enters the class at higher levels (over the 6th grade in reading and arithmetic)
      (1) 18 to 26 weeks is the average for students at such a level

2. Students with higher academic levels stay on the average of 12 to 18 weeks. An accurate generalization would be that the higher the level, the shorter the stay in the basic education classes.

3. E.S.L. and basic education students that enter class below the 5th grade level in reading comprehension tend to stay longer in class.
   a. The basic education student (again, referring to primarily English speaking) with such levels will stay at an average of 20 to 28 weeks.

   b. The ESL student will stay in class the longest. Test results, with "regular" school norms, indicate that he is around the 2nd to 3rd grade reading level and needs a lot of vocabulary building to get him to the point where test results can have some significant meaning.
      (1) The beginning ESL student will stay in the classroom on an average of 24 to 30 weeks.
         (a) very often, this transfer, from ESL to Basic education, means that the students enter a beginning basic education class and, hence, it is possible that the learning or time cycle for that level will start over again for the ESL student.....

         .....It is interesting to note that the ESL student, while in class for 24 to 30 weeks, is more likely to transfer to <u>another</u> ESL class, rather than to basic education, as indicated in this context.

         (b) The 24 to 30 weeks time is quite deceptive, since we are writing about the ESL students that have moved from a class and not those that have been in class for a significant period of time.

Before we discuss some of the possible solutions or courses of action, let's examine what the people feel about their stay in the WIN Program. The ESL student understands the need for English but does not vividly feel how English in the classroom will prepare him for a job or vocational training program that he is not aware of. Over 85% of the ESL students do not have specific vocational goals. Those that have a general vocational plan discussed the possibilities prior to entering class and, hence, based on brief counseling sessions and the possibility of an orientation session, have made a plan with an employment counselor, without both sides fully understanding the abilities and desires that that person has.

The ESL teachers, averaging 10 months teaching in the WIN Program, report that they are not even aware of the vocational plans of their students. Hence, we have a circle of problems that bring about this lack of communication. The ESL student, especially after he has been in class for three to four months, wants to know what he is headed for. The teacher wants to know, also, so that instruction may be revelant, and the employment counselor says that a general plan is the best thing that can be done until the person is able to communicate in English. The next lap of problems revolve around the same thing but take in different time periods and strategems. Since the ESL student is faced with the problem of learning English and most of the counselors do not speak Spanish, the ESL student is left to stay in the classroom until such time that it has been decided to move him on.

Evaluation check-ups on attitude and academic progress are minimal, usually by way of very general evaluations. Concentration of ESL evaluations come about after an ESL student has been in the program for a significant period of time and, then, the question of progress or determination comes about. Mr. X has been in the program for 67 weeks. Let's see how he is doing and figure something out. There are definite courses of action that should be pursued regarding the ESL classes and, the following, it is felt, are feasible plans that would improve the program and, most importantly, add meaning to the English-as-a-Second Language students:

1. The employment and use of Spanish-speaking job developers

2. The employment and use of Spanish-speaking counselors who can counsel students on a regular basis and are available.

3. First three months of a student's time in class should be thoroughly evaluated before discussing a specific or even a general vocational plan.
   a. Evaluate in terms of:
      (1) attendance
      (2) classroom performance
      (3) academic progress
      (4) learning potential
   b. Evaluation should come from the teacher

   c. Testing should be mandatory but not of primary importance in making a determination
      (1) Intelligence factor
         (a) Perceptual reasoning, which is a strong indicator of overall intelligence can be measured by using the RAVEN PROGRESSIVE MATRICES TEST.....a non-verbal test. This test should be given any time during the first month of training.

      (2) Auditory discrimination
         (a) What a person understands and what he hears can be tapped by the Adult Basic Learning Examination.

      (3) Reading comprehension at a very basic level can also be tapped, as can mathematic skills, by the use of the beginning level of the ABLE.

      (4) After a thorough analysis of the students' abilities are gone over by the teacher and employment counselors, then the vocational planning may enter the picture.

4. Based on the students' academic abilities and personal evaluation from the teacher and his past work experiences, the student then may be involved in the following:
   a. a vocational training course attached to his English-as-a-Second Language class.....
      (1) It might be, at first, five hours of English and one hour of vocational training; then gradually increase to three hours and three hours.....
         (a) At first, the vocational part might be theory; but later, if possible, the student may be able to get involved with the practical aspects and actually get involved with the varied physical duties of a particular vocational course.

   b. When the student then enters vocational training full time, he is that much more prepared.

A lot of questions and stumbling blocks may be discussed in regard to the above suggestions. The idea that the people are limited in vocational areas and still need a GED certificate or high school diploma; or that lack of facilities would make a half English and half vocational training impossible and, I'm sure, many other pertinent reasons why the above suggestions could not be carried out. The general feeling of the people in the ESL classes is that there is a strong need to start working. Education is looked upon as a way to get a job.....The long picture.....the future, is not in terms of higher education but in terms of a job.....The people that are learning English have varied resources of talent. It certainly seems, based on the small percentage of successful graduates going through the complete program, that it is a much wiser course of action to start working with the talents that the people already possess rather than setting up program objectives that might mean 2 to 3 years or more of classroom study.

The ESL students need much vocational counseling. They are not getting it. The counseling could consist of regular visits by community people so that their specific needs can be met. These community people or case aid workers from the Human Resources Department can serve as information resources for the people and also give an up-to-date pulse for the WIN team members who have the responsibilities for the vocational determinations. This consistent contact is imperative so that evaluation data will take more meaning than a general written evaluation and a counseling session.

Based on the number of students that have left the ESL classes, the time that they stayed in the class, and the people remaining in the program, plus the time needed for the basic education students in the varied levels, the following times are strongly recommended for the students learning English in the ESL classes conducted by the Work Incentive Program:

Beginning ESL..... 26 weeks
Intermediate ESL..... 23 weeks
Advanced ESL..... 20 weeks

The following time periods for the basic education classes, as the ESL students transfer on, is based on the assumption that the ESL students start with a reading comprehension level below the 5th grade level. There are many ESL students that will jump over the designated sequence and will test way over the 5th grade level. However, it is also statistically factual that the majority of ESL students that go through the sequence of the different levels of the ESL and then into beginning basic education, are at a basic level in reading. The following time periods are based on ESL students entering the basic education classes at, or below the 5th grade level:

Beginning basic education..... 22 weeks
Intermediate basic education... 19 weeks
Advanced basic education..... 16 weeks
(includes GED Prep. and Pre-LVN)

The above time does not include the vocational training courses. Notice that both the beginning levels have more time attached to them. It has been consistently recorded that students will stay longer at the beginning level and move along faster as their levels in reading comprehension and arithmetic improve. The above figures, based on available data, are on a scale, solely determined by what the students have done in the WIN Program. Another important factor in meeting the needs of the ESL students is having careful and consistent evaluations on the students, especially in the first three months of their stay in class (check suggestion #3).

There are a significant number of students that, for varied reasons, cannot and will not benefit from a classroom situation; and it is imperative that these people be so identified and plans are then altered. All the time given can be thrown away if close identification of student abilities and consistent contact with students and teachers, is not followed through by the H.R.D. Office. Not everyone should be given the total of 126 weeks. Plans can be made along the way, dependent on evaluations and consistent contact that has been mentioned. The longer the time given to the ESL students; hence, more success will be achieved, may be a very distorted concept. It is our contention that, if suggestions #1 and #2 were put into effect, the majority of the students would not go through the complete sequence of 126 weeks. What is most important in meeting the needs of the monolingual people is maintaining constant communication and attempting to supply specific direction. The students constantly verbalize this need (check student questionnaire comments) and, currently, it is not being met.

The following is an extension of the time and content breakdown of the time needed for the basic education and ESL classes:

A. Beginning ESL (26 weeks)
   1. Writing is quite limited but not ignored. It should be used in direct relationship to the use and understanding of the spoken word in class.
   2. Because of their influence on intonation, the question mark, period, and apostrophe are taught at this point.
      a. The students are also taught to begin sentences with capital letters
   3. Suggested proportions of time to be spent in developing language skills are the following:
      a. Listening.....35%
      b. Speaking.....40%
      c. Reading.....15%
      d. Writing..... 5%
      e. Arithmetic..... 5%

B. Intermediate ESL (23 weeks)
   1. Writing skill is gained in direct relationship to the use and understanding of the spoken word in class. The teacher may have the students practice writing from simple dictation or by writing answers to questions based on their reading and speaking exercises.
   2. Reading assignments are based on class materials and textbooks. Reading material is also based on the student's understanding of spoken material. Students practice silent reading, choral reading, and individual oral reading, emphasizing rhythm, stress, and intonation.
   3. Suggested proportions of time to be spent in developing skills at the intermediate level are the following:
      a. Listening and speaking.....45%
      b. Reading.....30%
      c. Writing.....15%
      d. Arithmetic.....10%

C. Advanced ESL (20 weeks)
   1. More time is devoted to reading and writing
   2. Reading skills are sharpened and expanded as necessary tools for obtaining information. Reading comprehension is evaluated through discussions or written questions.
   3. Writing skills are developed to meet the needs of daily living as well as the more formal requirements of education. Students practice writing dictated sentences and short paragraphs and begin writing letters.
   4. Suggested proportions of time to be spent in developing skills at the advanced level are the following:
      a. Listening and speaking.....35%
      b. Reading.....35%
      c. Writing.....15%
      d. Arithmetic.....15%

D. Testing
   1. Advanced ESL students can take the Tests of Adult Basic Education (TABE) level M (intermediate) prior to advancing to the basic education class.
      a. Profile sheets will indicate the level of basic education they should enter and might help in the evaluation of employability plans.

E. Beginning Basic Education - Elementary Subjects, grade levels 1-4 (22 weeks)

F. Intermediate Basic Education - Elementary Subjects, grade levels 5-8 (19 weeks)

G. High school subjects - grade levels 9-12 (16 weeks)

H. Suggested activities for the above time periods and levels
   1. Evaluations, both from the teachers and H.R.D. counselors, must be consistent; especially at the end of a particular period.
      a. Evaluative measures include:
         (1) personal teacher evaluations (classroom performance)
         (2) mutual understanding of H.R.D. counselor and teacher
         (3) test results

Results of student questionnaire regarding various aspects of the W.I.N. Program

Both the basic education and English-as-a-Second Language students selected teacher qualities that they value in importance. The top six, in order of the most responses, are as follows:

1. A teacher who can explain things so that everyone understands.

2. A teacher who enjoys his/her job.

3. A teacher who knows the subject very well.

4. A teacher who motivates and encourages each student.

5. A teacher who is patient.

6. A teacher who is fair and honest.

Both groups do not have an ethnic preference for their teachers. It was emphasized in most responses that they were more concerned with teacher abilities rather than their background.

In response to their favorable impressions of the WIN Program, almost all of the comments were appreciative of the opportunity to go to school and the surprise and enthusiasm of gaining knowledge. Both the basic education and ESL students mentioned how much the teachers helped them.

Both groups had many comments related to the discipline of the class. Some of the comments related that people who are in the program with inconsistent attendance and poor attitudes should not be permitted to stay in the WIN Program.

The ESL students, under the question, "What do they like least about the program," listed three main areas as to their dislikes.

1. Not being able to use the English they learn in a shop or where they will train or work.

2. Comments regarding classroom activities. Many comments had to do with having more varied learning activities and conversations. Other areas included the varying abilities of the people in the classroom, and the idea that there should be more organization and identification of student abilities.

3. Lack of counselor contact and guidance. The people state many problems that they feel should be worked out with the employment counselors. However, contact is nil.

The basic education student responses had interesting and unpredictable contrasts. Many students expressed a dislike in staying in class so long a time, stating that six hours was too long. Another very large group stated that there wasn't enough time to reach their goals. The three areas mentioned most were the following:

1. Time in class too long and a wish for vocational training involved with basic education.

2. Delay in checks and much difficulty in getting things done or looked into.

3. Many comments from G.E.D. Prep. classes as to receiving more credits from their stay in basic education.

Under suggestions, both groups emphasized the need for better organizing of the agencies involved in the WIN Program. As a number of students wrote, they should "get it together." Under this general statement were suggestions as to better screening and grouping of students; More consistent contact with agencies and teachers, D.P.S.S. getting the checks out on time, have students receive credits through adult schools, making sure students are actually ready before moving them on, and varied other comments dealing with organization.

Another area that drew many suggestions was for more discipline. Many comments indicated that the people felt that attendance regulations should be more strict and that people not taking advantage of this opportunity should be made to tow the line.

Generally, most of the comments centered around the idea that the learning involved should be more closely related to the job or training program that one might enter. Some of the suggestions, within this area, were to have a shorter day so that the students could either work at a part-time job or attach vocational training to basic education. Other comments centered around more exposure to the opportunities available, such as field trips, guest speakers, counselors talking about jobs and labor market information... a need for more information.....

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult Education
WORK INCENTIVE PROGRAM

TESTING PROGRAM

The basic education classes and basic education for non-English speaking (ESL) classes, have been thoroughly tested throughout the program. The tests that have been used are the Adult Basic Learning Examination (ABLE), the Tests of Adult Basic Education (TABE), and the Raven Progressive Matrices, which gives a perceptual reasoning score that correlates highly with intelligence. In addition, some of the ESL classes have taken a Spanish test from Guidance Testing Associates (Inter-American Series) to determine varied abilities in the Spanish language.

The tests have been used for two principle reasons: (1) To provide the instructor with a diagnostic tool in his/her attempt to individualize instruction, and (2) To provide needed data for the evaluation of academic progress of the many W.I.N. students in the ESL and basic education classes.

USE OF TEST RESULTS

Test results are not only for classroom use but most important, to help guide the employment counselors. These results are also used in placing students on jobs or in advanced training--whether basic education or vocational training programs are needed. The test results are sent along with the instructor's evaluations and very often, the employment counselors request this information.

Another very important use of test results is for statistical purposes. The Work Incentive Program was authorized by the 1967 Amendments to the Social Security Act (P.L. 90-248). A variety of federal, state, and local agencies is used by the Department of Labor, which has the responsibility for the overall program and to deliver manpower services under the W.I.N. Program. The Government Auditing Office (G.A.O.), an agency of the federal government, often asks for data to show the results and progress of the program. The levels of academic progress and disposition of the students will be the basis of the data given.

THE ADULT BASIC LEARNING EXAMINATION (A B L E)

This test has limited diagnostic value. Its main purpose, as used in the W.I.N. Program, is to indicate the students' ability to read with understanding and to obtain an idea of his ability level in arithmetic. The tests are untimed.

The sections used are Levels I (Primary), Level II (up to the 9th grade) of the reading comprehension part, and the Level II arithmetic test (high school level). The tests may be administered the first week or when the students appear to have made an adequate adjustment. This is up to the instructor.

It must be emphasized that this test is to get a quick evaluation of reading and arithmetic abilities. If an instructor has other means of arriving at specific levels, whether it is oral reading or a more thorough or brief math test, then this is encouraged.

TESTS OF ADULT BASIC EDUCATION (T A B E)

The Tests of Adult Basic Education were developed to meet a growing need for instruments especially designed to measure adult achievement in the basic skills of reading, arithmetic

and language. It is a system for testing the achievement of adults based on two levels of the California Achievement Tests. W.I.N. classes have been using Level M (junior high level) and Level D (high school level). Results are reported on individual profile sheets, one for the instructor and one for the student. Individual conferences are encouraged. These tests are used for pre- and post-test data and unlike the ABLE, have much to offer as a diagnostic tool.

It is recommended that this test be used after: (1) the teacher has established rapport with the class, and (2) the philosophy of the testing program is explained either by the educational counselor or the teacher; it being that there is no pass or fail, but an interest in which the student and teacher are aware of the academic levels, strengths, and weaknesses. In this manner, the instructional program is relevant to the student's academic and vocational needs.

RAVEN PROGRESSIVE MATRICES

The Raven Progressive Matrices is a non-verbal, perceptual reasoning test. It correlates highly with the Wechsler Adult Intelligence Test (WAIS). It gives the instructor an indication of a person's intelligence. The student is given the raw score. A scoring table breaks down the perceptual reasoning score according to the number correct and the age of the testee.

Administering of test is optional.

THE W.I.N. TESTING PROGRAM IS DESIGNED TO HELP STUDENTS AND INSTRUCTORS BE SPECIFICALLY AWARE OF WHAT IS ACADEMICALLY NEEDED TO MEET THE OBJECTIVES OF JOB READINESS, SELF IMPROVEMENT, AND RELEVANT STATISTICAL DATA. THUS, THE PROGRAM MAY BE EVALUATED AND CONTINUED AND, HOPEFULLY, EXPANDED.

HISTORY OF TESTING THE ESL CLASSES OF THE WIN PROGRAM

1. First there was a concern about the ESL students. How can we test the students to measure their progress and give them specific meaning and direction while they are in the classes, give the teacher insight as to their abilities, and help the employment counselors understand the progress made without depending on an interview after the person has finished, say, seven months of ESL; an interview session, of course, being very subjective and, hence, unfair to the student who has made much progress in class. The Inter-American series (Spanish and English levels), by Guidance Testing Associates was used.

   a. It was found that the Spanish test was too time consuming to get information that the teacher could ascertain by doing the following:

      1. By questionnaire, get the educational information on each student
      2. Observe progress carefully and students' retention skills
      3. Administer the Raven Progressive Matrices Test (perceptual reasoning test)

   b. Another factor to consider was that the students themselves did not gain enough insight as to the results of the test.

      1. The time factor frustrated many of the people; unable to complete the test
      2. The aspect of practicality....usefulness was not clear. In essence, the idea of giving insight to, say, employment counselors, was not understood or felt by the people so, naturally, they questioned the use of the test.

   c. Still another factor to consider was that the teacher's insight, as to the students' abilities, was negligible. So, you have an idea of a person's abilities in Spanish....."How will it help the teacher better meet his/her needs?" Better yet, are there easier ways to assess the abilities of the Spanish-speaking people without administering a test?

What seems apparent in testing ESL, at least with this particular test, and, I feel, any test, is that there must be some kind of insight and usefulness for the student, teacher, and employment counselors in the WIN Program. If the test fails in this respect, then it is a waste of time to administer the test. Notice that no mention of validity studies or correlational studies are mentioned.

I do not feel that there is a test that can adequately measure a group of ESL students, as they vary not only in academic skills but geographically as well. The needs of the indigenous Mexican-American, the Cuban, and other latin American students would cause test technicians no amount of frustration. What must be emphasized in this context is that the value of the test results must be minimized.

Norms and test items, in most standardized tests, are completely inappropriate for the ESL population. A test should be viewed as only one of many methods that an instructor has in evaluating or "grading" a student. The test, any test, especially for the ESL students, becomes a major problem when the results are misused because so much weight is attached to them. What is most important, then, is the personal evaluation of the teacher, again, especially for the ESL student.

If we are to test because we expect the ESL students to reach the level of the majority and to go through "normal" channels, then, in most cases, the ESL student will have to prepare for years to work intensively in English. It won't work for the majority because, after a period of time, the ESL student wants a job or, at least, to enter a vocational program....closer to where he will earn money and be the bread winner.

In almost every class discussion I have had with the various ESL classes, students will say that they must be put into situations where they have to speak English. Generally, the feeling is that progress is extremely slow. Another member of a class often counters that it is up to each individual to practice the English that he has learned. And it is possible that many people will agree with a statement such as that. However, based on individual and class discussions and an ESL survey conducted in April, 1970, the ESL student wants to learn specific English so that he can prepare for a job or vocational training program that he knows something about or knows, at least, that he is slated for something. It is a real goal, and he understands what he has to accomplish to get there. It is not enough to tell a person to learn English first and then the possibilities of jobs and vocational areas will be discussed later. Imagine if a college student was instructed to take 75 units and come in later to check on what grades one achieved and then discuss what one should do for a living.

The plan of attack in trying to help the ESL person help himself is to:

(1) Educate the general public as to his/her strengths and not rate according to the norm or known;

(2) Understand the problems that face the ESL students and proceed with a plan of attack;

(3) Prepare the ESL student to compete with the "regulars."

Number "1" is extremely difficult. Number "2" and "3" are more realistic and, as related to testing, number "3" is one of the reasons why the ESL student is tested. This is most important in that the teacher understand the testing objectives, which are essential, in preparing him/her for additional tests and to use the results as an important integral part of learning. It must be added here that feedback is absolutely essential after a test. The areas and NOT the grade levels of the various sub-tests must be emphasized.....example: "You are strong in math but need work in vocabulary as indicated in your spelling score, or reading comprehension results." The student understands his academic needs and, hopefully, has additional direction in trying to accomplish his individual goal/s.

2. The Spanish tests were discontinued because they failed to serve as helpful tools, both for the teacher and the students as viewed in the context of the WIN Program.

3. The Adult Basic Learning Exam, Level I, Form A, was also tried with the ESL student and is still being used by some of the ESL instructors. However, in the WIN Program, the value or use of the test results have been minimized because of the following reasons:

   a. The auditory discrimination section of the test is time consuming, and it is found that many of the ESL beginners are unable to understand. And if an ESL person can understand the test, then he is probably ready for something that would give the teacher and students more information.

   b. Diagnostic information from the auditory discrimination test reading comprehension section is not that clearly defined where the instructor and student

would look at the results and proceed with remedial measures. Results are given in terms of number correct or grade level with no breakdown of varied areas.

c. The teacher probably does not feel the need to rate the working or English level of his/her ESL student quickly because the student is assigned to the class and, hence, the range of the people in the class is accepted; as opposed to, say, a situation where the student is assigned to a school where there might be 3 or 4 ESL levels, and a determination is made to fit the person in the appropriate level.

   1. The need arrives after the teacher observes the person in action and sees that the level is too high or too low and then makes the appropriate move; by then, the teacher has a good idea of the person's ability to pronounce words and his reading comprehension.

d. The ABLE Test was used as a screening instrument in the M.D.T.A. Program and also in the W.I.N. Program, in the first week or so when they started the W.I.N. class.....the idea being that it would give the teacher a quick picture of the students' level or abilities in understanding English and reading comprehension. However, a number of factors entered the picture:

   1. The test is power type and, hence, control factor is difficult for teachers, especially in the reading comprehension section.

   2. Auditory section requires at least an hour of the teacher's time, and well nigh impossible for the teacher to take that much time as students walk into class while the teacher is working with 15 or more people.

4. The next area of testing, which still remains, is the administering of the Progressive matrices Test, which is a non-verbal perceptual reasoning test and, supposedly, a "culture free" test. This is an optional test, as are the others. It was used by some ESL teachers as a group test to get an idea of their reasoning ability; an analogy would be getting an idea of a person's education by checking his vocabulary. Checking a person's perceptual reasoning ability is a good indicator of intelligence. Results were given in terms of raw scores.

   Again, the problem of what the test does or what insights it may give was unclear to the teachers and students. So he scored high, and the student may question, well, what does 40 out of 60 mean? However, the test became useful in two ways:

   a. In a case where the teacher was not sure why a student did not make any progress or was unable to retain basic concepts presented in class, this test gave the teacher an idea of the students' ability to think and reason things out.

   b. In the case of giving employment counselors information in making a determination, be it a tutor, or possible termination or transfer, the results were sent, along with the teachers evaluation of progress and varied observations made in class.

5. The next area of testing involved the Tests of Adult Basic Education, primary level; a test that I strongly was against as being too "childish." However, many of the ESL teachers asked if I had a test that could be administered to the ESL students so they could be given some feedback as to their specific

academic needs, much like the test profiles given to the basic education, English-speaking students.

This primary test was introduced with the explanation that it was a learning experience and that it was similar to other tests that they would come in contact with. The tests were administered and a short time later, test profiles were given to the teacher who, in turn, conducted individual conferences with each student as to how they did on the tests and what academic areas should be emphasized.

Teachers stated that the students were very enthusiastic and thought that the tests were extremely helpful. What must be remembered in this context is that the teachers were willing, in fact, requested tests. They were involved in the pre-test explanations and, finally, they discussed the results in terms of analyzing academic areas and where the students could work and emphasize certain things, rather than give a grade level or a raw score.

The need for testing was mainly an outgrowth of the ESL students' need for specific direction. He is in the program for a longer period than the other basic education English-speaking students and, hence, needs the security of feeling the need to continue to study in terms of a specific goal. The intellectual understanding of needing English is inherently clear to the majority of the ESL students. However, what is graphically clear is that the ESL student is soon aware that there are no special allowances made for him. There are no people ready to clear the path for his unique skills, there are no people saying that he will be put in a well-paying job, and there are few people that show their understanding as to his needs and wants.

He realizes the degree of competition involved and, hence, wants and needs specific direction so that he can FEEL the need to learn English. It can be a vocational goal attached to his English phrases or learning, or it can be learning the vocabulary necessary to enter a particular job. Whatever, the need to be put into situations where the student will have an opportunity to assess his unique academic needs and, hopefully, get a realistic view of his chances to enter or get closer to his chosen vocational goal is vitally important.

In summary, it is important to understand the objectives of the use of tests for the ESL student, much more than researching and spending countless hours in determining if a test is appropriate for a particular population and then conducting a correlational study of some sort. If one chooses to conduct a testing program searching for an "almost" perfect or appropriate test, then one must conduct a degree of value on the test.....how important is the test in understanding the person.....what insight can the test give us?.....An extremely unending task.....

This is why so many tests, especially in the "ghetto" areas have been disbanded, not so much because the test is so inappropriate, but because there is too much value attached to them. In testing the ESL person, an employment counselor should not look at the test results by themselves and then make a determination. The search for a test for a particular area will continue because of the natural detachment that "forces" people to subjectively evaluate people on a quick review because of lack of time in trying to understand each individual. What must be done for the ESL person is to use tests to help him/her gain insight, to have a specific direction and plan of attack, and to personalize his abilities and skills in terms of what he accomplishes in class and how he is able to adapt and learn.

Then, if we are to pass along information, the test results are in the background and a personal evaluation by the instructor becomes the vital information source.

It is my contention that it is far more important to understand the individual in explaining any test, than have a thorough knowledge of tests, and explain the comparison of scores to a person. Almost any test can make sense to the testee when he has a person explaining the results that knows him as a person. What happens is that the teacher, in explaining a test profile/results, in his personal knowledge of his students, creates a unique set of norms or standards for each of the students.

In testing ESL students, one should be concerned with the information and insights that will help the student help himself and not approach testing in such a way that our energies will be strictly geared to help people understand the ESL student because of their lack of contact and knowlege. The "system" of indifference or detachment is perpetuated by depending on a paper full of questions and answers. It is important to realize in what context this subject, testing, is being discussed.....a program in which students are in the classroom for an average of 39 months with one individual. An individual that teaches, learns from the students, and knows them intimately.....how they think, what they value, and what they want from their stay in the program. What an extremely valuable source. Hence, to depend on a test to help "outsiders" gain insight is horrendous. Teachers are encouraged to educate the "outsiders" who are trying to place the ESL students on jobs and vocational training programs. Then, we are getting closer to number "1" as indicated on page 12.

The cycling process of responsibility becomes reality when the teacher senses his importance in guiding people to understand his students and do the very best for each one. The teacher that lets a test, an interview, and a general written evaluation suffice when his student is going to leave his class, is either unaware of the implications and the valuable class time "thrown" away, or just doesn't feel the responsibility that he or she has for each student. The WIN teacher that is totally involved with the students, that is, sees and teaches them in relation to their problems outside of the classroom is the most respected and, hence, has the most responsive students. The counseling, testing approach, again, as used in the WIN Program, is attempting to bring this feeling, not only to the teachers, but to the many people involved in the WIN Program.....a personalized and committed involvement with the people and, hopefully, an extension to the people in the varied agencies in going to the teacher for more direction and insight, rather than doing their "thing" apart from the knowledge of the teacher and what the student does in the classroom

TEST DATA

Test results indicate that a beginning basic education student entering at the third or fourth grade level will improve his reading comprehension level a grade and a half after 12 to 16 weeks in a classroom situation. Arithmetic improvement in the same period and similar level will jump to two grade levels. This same pattern exists with the advanced students who, in many cases, have exceeded this growth and jumped three grade levels in a very short time.

Grade levels for the ESL students, based on the limited test results that are available, indicate that he will jump a grade level after 14 to 16 weeks. However, this particular statistic is deceptive because many of the ESL students were tested after they had been in the program for a significant period of time.

Concerns Regarding Testing:

Individual conferences are encouraged so that the teacher may evaluate the results in a most personalized manner so that instruction may be as relevant as possible.

Common Problems:

1. Teacher does not evaluate the profile sheets (test results) on an individual basis, but passes them out and makes general statements. Often, the teacher is busy and may not plan independent activities while individual conferences are being conducted.

2. Test results sometimes become overly important. The basis of determining progress appears to hinge on how the person performs on the test; not realizing the performance in class and the personal evaluation of the teacher being of paramount importance.
   a. The teacher is forced into a counseling role, and the evaluation should go beyond the daily individual evaluating during class activities. It also means evaluating in terms of his vocational goal. A teacher may then have monthly evaluations on a one to one basis (check WIN Evaluation form attached to report).

3. Sometimes an emphasis is on the grade levels of the people rather than academic areas that should be concentrated on. The student will look at grade levels and determine progress in terms of numbers rather than possible approaches that he may undertake to remedy his academic situation.

4. Test results and general student information is sent to the employment counselors for vocational determinations.
   a. Teachers are strongly encouraged to attach a personal evaluation to the test profiles or write specific and relevant comments in the WIN H.R.D. form 1058 so that a more valid determination will be made considering the thoroughness of the information at the hands of the employment counselor, who has a lot to do with the next step.....

5. Stanford Achievement Test scores from the Human Resources Development Department are generally meaningless to the teachers because they are not familiar with

the test and there is no diagnostic feedback from the results (check Comparison of SAT and ABLE tests).

a. Human Resources Department is in the process of standardizing the Basic Occupational Literacy Test (B.O.L.T.).

(1) This test may have much usefulness if the specific results on each student are given to the teachers prior to entering the class, or at least the first week or two, and the specific results are discussed on an individual basis with each student.

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
Division of Adult Education
Work Incentive Program

TO: W.I.N. Instructors

FROM: Mando Perez, Educational Counselor

REGARDING: EVALUATION GUIDE

Please use the following comments as a guide on the evaluation sheet when you are recommending a student for transfer to another class, job placement, vocational training student evaluation in class, information to other agencies, termination, or whatever.

	1	2	3	4	5
A. Classroom performance: faithfully carries out assignments... application to school duties	exceptionally diligent; eager to do more than assigned thoroughly dependable	hard worker; willing to do more than assigned; very dependable... needs no discipline	average in industriousness responsible, but needs some direction	needs much direction.. does not complete assignments	usually indifferent.. needs constant supervision
B. Relationship with peers	highly cooperative; inspires cooperation	always congenial... cooperative	usually tactful & obliging; self control	sometimes difficult to work with	surely... troublesome indifferent
C. Academic progress.. ability to learn	outstanding in mental ability and alertness	above average	average rate of adaptation	learns slowly	unable to learn...no progress
D. Punctuality	Always on time and rarely absent	on time most of the time & absent occasionally	needs some prodding..tardy & absent occasionally	seldom on time and absent often	almost always absent and or tardy
E. Learning potential	grasps concepts relatively easy with high degree of understanding	understands most concepts by putting forth a lot of effort	average rate of understanding	has difficulty grasping simple concepts	unable to grasp hardly any concepts
F. Problem solving ability	approach to known concepts shows exceptionally keen insight	practical approach, shows good understanding	average ability in dealing with various problems	dependent on teacher or others in dealing with problems	shows lack of confidence & unsure judgment

W.I.N. Evaluation Form

Name of Student_____ From_____ To_____

Instructor_____

Note: Please refer to the Evaluation Guide.....Circle the appropriate number

A. Classroom performance.....	1	2	3	4	5
B. Relationship with peers.....	1	2	3	4	5
C. Academic progress.....	1	2	3	4	5
D. Attendance.....	1	2	3	4	5
E. Learning potential.....	1	2	3	4	5
F. Problem solving ability.....	1	2	3	4	5

Recommendations: Please Check.....

_____ Termination _____ Needs Counseling _____ Needs more time
_____ Academically ready for job/training consideration Other_____

Comments:_____

_____

_____

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult Education
WORK INCENTIVE PROGRAM

Comparison of Stanford Achievement Test with
the Adult Basic Learning Exam (ABLE)

Background: The following study was conducted at the Breed St. basic education branch school, so that the problem of referring people from basic education to a vocational training program, OJT, job placement, etc. be resolved in that a person would not have to qualify for a particular goal by scoring high on the Stanford Achievement test. Hence, two assumptions, and recommendations are made: (1) The instructor, from the Dept. of Employment counselors, know the specific vocational goals, and what is needed to reach that goal, and can better prepare each student, and (2) The instructors' evaluations carry the most weight; the tests being administered serve as a supplement to the information and observations made by the instructors.

I. Areas of Concern.....Standford Achievement Test

A. A timed test....It does not fully measure the achievement level of the testee.

B. Inappropriate instrument for our population

1. Does not measure the ability/English levels

C. Test content is school oriented

1. Progress in class will usually not show up in post SAT testing (reading comprehension)

D. Information concerning the aspect of the test being timed

1. No information on speededness is contained in the directions for administering, except for the statement that the time limits are generous, and calculated to give practically all pupils sufficient time to attempt all questions which they are capable of answering correctly.

2. According to a review in Buros Mental Measurements Yearbook, Mr. Bryan states to read 1,500 words of essentially disconnected story or explanations (in the 29 paragraphs) and for 60 items, to react to rather searching questions about them or to select a missing word to suit the contex, all in the period of 30 minutes, is well nigh impossible for the majority of pupils at this level.

3. Thus a speeded test cannot be justified as an achievement test of discrete skills. If the pupil is as thorough as the test makers, he will not finish and his score will not reflect the total accomplishment of which he is capable. Speededness will, on the other hand, confirm other measures of intelligence.

II. Results of tests....48 trainees were tested. One half were beginning basic education (primarily English speaking), and the other half were the intermediate and advanced ESL people)....

A. Test study by Mr. Martin (Dept. of Employment) 12-15-67

B. Results

1. The word meaning (SAT) and vocabulary (auditory) sections

a. Basic education person (English Speaking) one full grade higher for the ABLE section....will state in terms of one full school year.

b. ESL person scored 1/3 school year lower than SAT scores

2. Reading Comprehension Test

a. Basic education person scored one full year and two months higher with an ABLE section

b. ESL person scored not quite one year higher (.89) with ABLE

3. Spelling section

a. B.E. scored one half year lower with ABLE

b. ESL ABLE scores about one half school year higher

1. good phonetic skills

4. Math Computation

a. B.E. ABLE scored three fourths of a school year higher than SAT

b. ESL ABLE scores about two months higher than SAT

E. Test findings

1. Rank the trainees fairly accurately

a. In a given class, the results, in most cases, correspond to the instructors' evaluation of his students.

2. Vocabulary, reading comprehension, and spelling sections give a general view of English comprehension...not a diagnostic analysis

3. No significant problems involved with math

4. Test limitations...especially ESL people

a. Cannot measure English fluency, both speaking and auditorily

1. Auditory section of ABLE can give an indication of "listening"... vocabulary level of student

b. Tests are weak for pre and post test data because test content and ESL objectives are wide apart

1. However, growth, as far as exposure to a "different" English speaking environment is concerned, makes this test a much better pre and post test instrument as compared to the SAT or other school oriented tests

a. Test content have adult vocabulary that the people are more likely to come in contact with, both in the classroom and when they are, hopefully, trying out their English away from the classroom.

2. Again, the tests supplement the instructors evaluations, which include the tests that check and meet the individual needs within each classroom.

5. Test results helpful as another measure to evaluate a trainee as completely as possible

a. These results do become meaningful when the instructors evaluations are completed in the following area:

(1) Learning potential and academic progress
(2) Problem solving ability
(3) General attitude
a. attendance
b. relationship with peers
c. willingness to work...etc.

6. For the ESL person...grade levels, as taken from the standards of the SAT and ABLE tests, are generally meaningless until that person is ready to truly function in a basic education (primarily English speaking) situtation.

7. For the basic education people...Adult test content seems to give an accurate picture of reading comprehension, and has some use as pre and post test instrument.

8. What is most important is to realize the value of the instructors evaluations because the materials and testing instruments used by the teacher in the classes and knowing the levels of their students is much more valuable than any test information....

a. Hence, these tests become misused when too much individual value is attached to them.....

9. It is not implied that because the ABLE test scores were higher than the SAT that it is a better test.....It is felt that it is a better test because it is not timed, it is oriented toward the adult, and hence, more valid as a measure of progress.

III. Recommendations

A. SAT test...

1. Helpful for initial screening purposes (during WIN orientation)

2. Should not be used to determine progress, especially in reading comprehension

3. Should not be used to determine the academic qualifications to enter a particular WIN component

B. Instructors are deciding factors

1. Educational measurements, both standardized tests and teacher made tests, should serve as supplements to the instructors' evaluation if a person is ready for another situation.....

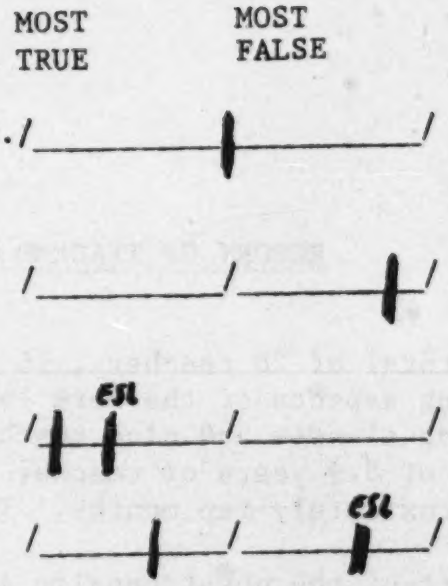
a. It should not be necessary for a person to be retested with the SAT to see if he/she is qualified.

REPORT OF TEACHER QUESTIONNAIRE REGARDING THE WIN PROGRAM

A total of 28 teachers, 16 male and 12 females, responded to a questionnaire regarding aspects of the Work Incentive Program. Nineteen teachers from the basic education classes and nine teachers from the English-as-a-Second Language have an average of 8.9 years of teacher experience and have been teaching in the program for approximately ten months. The mean age of the teachers is 38.

Part of the questionnaire included a list of possible contacts and activities that the teachers were asked to rate by marking between MOST TRUE and MOST FALSE. The following are the statements and results of the 28 teachers:

	MOST TRUE	MOST FALSE
1. Classroom instruction should be specifically geared to the vocational goals of the students.		
2. The quality of materials have proven to be appropriately suited for the WIN students.		
3. The testing program has helped: The Student		
The Teacher		
The Employment Counselor		
4. In-service workshops and meetings are needed on a regular basis with.....		
H.R.D. Employment Counselors		
Central Office staff		
D.P.S.S. Representatives		
Adult School staff		
5. D.P.S.S. has shown the willingness to cooperate by being readily available.		
6. Very often, the students do not receive their incentive allowance on time.		
7. Much of the contact with D.P.S.S. is by way of the H.R.D. Office.		
8. The vocational goals of the students are given to the teachers by, at least, the first week the student starts.		



9. The students express the usefulness of their H.R.D. orientation prior to entering the WIN class.
10. Teachers are informed by H.R.D. offices of student appointments and given student feedback.
11. Teachers would like to have feedback from employment counselors, as related to their experiences in the classroom.
12. Teachers are contacted by H.R.D. and asked for evaluations before the transferring of students.

The teachers were then asked to list the main problems and concerns, as expressed by their students, that seem to divert them from fully concentrating on studying. The following are some of the expressed concerns and the degree of frequency mentioned:

The greatest concern of the students are financial and health problems. Almost all of the teachers stated that the students have transportation problems, baby-sitting problems, and delay in checks. Under the health problems include illness of students and their children, doctor visitations, marital problems, and emotional set backs. These are, by far, the things that set back the student in making progress in the classroom. Another area of concern of the students is adjusting to the classroom situation.

Many of the people have not attended school for a sufficient number of years and, hence, have trouble generating self-motivation. Revolved around this basic problem are people that become frustrated because they do not feel they are learning fast enough, those that seemingly, lack the interest, people that have difficult in reading comprehension, and students that do not see the relevancy of what is being taught in the classroom to their specific vocational goals. In a few cases, the teachers wrote that the students did not know what their vocational and education objectives were and felt that this was quite a deterrant.

Some of the students felt that they did not have access to relevant materials to specifically prepare them to enter their vocational goals. Other problems mentioned were housing problems, inappropriate placements, legal problems, food stamp days, car problems, lack of communication between D.P.S.S. and H.R.D. counselors. In summary, the problems in order of concern, as expressed by the students, are as follows:

1. Health
2. Personal problems
   a. baby-sitting problems
   b. legal
   c. car problems
   d. housing
   e. inappropriate placement
   f. payment delays
   g. food stamp days
   h. frustration in not learning fast enough
3. Communication problems with H.R.D. and D.P.S.S.
4. Difficulty in adjusting to class
5. Lack of understanding of specific vocational and educational goals
   a. no congruence with client and counselor goals for each other

The last part of the questionnaire had to do with the main challenges or obstacles that the teacher faces in trying to meet the individual needs of the students. Three

main areas were presented by the teacher. They were:

1. The problems involved with having people with such varied abilities and experiences within a classroom; and the problem of grouping and individual adjustments that are involved.

2. The challenge of maintaining motivation of the students, more specifically, developing self confidence and self dependence in the students.

3. New students entering class at varied stages of training.

The next three most frequent areas of concern by the teachers involved were:

1. Making instruction relevant and specifically geared to a person's chosen vocational goal.

2. Lack of clear objectives and goals of students; and

3. coping with the many problems involved with the people that have irregular attendance patterns.

Another concern voiced by the teachers was insufficient feedback from the H.R.D. Office regarding their students and what goals or plans they might have to help guide them in meeting individual needs. Scattered responses included such things as poor physical plant (classrooms and buildings), lack of relevant material, lack of availability of counselors from agencies at the school centers, lack of specific occupational materials based on ESL approach or programmed approach, diagnosing the ESL students' educational needs, lack of Central Office support, trying to teach reading with inadequate materials, and one teacher mentioned the boredom that is involved for both the teacher and students in being in the class for six hours rather than different teachers teaching different subjects, according to their expertise and interest.

INTERPRETATION OF DATA.....AREAS OF CONCERN

1. Payment delays - The problem of delayed payments was of such proportions that the Department of Public Social Services (D.P.S.S.) decided to send their representatives to the varied school sites and try to correct the problem. In one instance, cash payments were given at the school site. As indicated by both the student and teachers, the payment delays are still a nagging source of irritation and cause many people to miss school time.

   Statement number five had extreme responses but seemed to level off right around the middle of the scale. Some of the areas still have people that have not received a check for a number of weeks and have trouble contacting their eligibility workers. At this time, East Los Angeles WIN Centers and the South Gate classes have D.P.S.S. representatives visit the sites on a regular basis to take care of problems and talk with the students. These D.P.S.S. representatives are available.

2. Communication with the involved agencies - The teachers, interestingly enough, felt that there should be more communication with the parent adult school than with the other three agencies, as indicated by item #4. Of the four agencies, the Human Resource Development Office, the people who have the responsibility for the determination of the students, was last as far as the desirability on the teachers part, to have regular meetings with. What seems to be a contradiction here is the response on questionnaire items 10 and 11, in which the teachers state they are rarely informed of student appointments and given feedback and that they would most certainly like to have feedback from employment counselors, as related to their experiences in the classroom.

This disparity brings out two very important points:

a. The degree of teacher and H.R.D. contact varies considerably throughout the various areas.

b. The teacher who confers regularly with the H.R.D. counselors have student and teacher communication problems reduced significantly.

c. Statement #4 is not actually clear as to the emphasis for the meetings. High response for meetings with the Central Office staff and the adult school are more for coordination and instructional services; whereas, the response for meetings with H.R.D. and D.P.S.S. are specifically for the students. The teachers, like the students, place a priority on each others specific needs and wants.

3. Student - counselor feedback to teachers - A student may give negative feedback to the employment counselor saying that Mrs. X is unfair and that she would like to be changed. Another student may say that the class is too easy and that she is not being challenged. Still another student may say that she is unable to get along with a couple of students who make life miserable for her and, hence, requests a transfer. Often, because of this feedback, changes do come about, both physically, as some of the students are transferred, and mentally, as an apparently obvious pattern about the teacher seems to be emerging in the employment counselor's mind.

What often does not take place is the personal exchange of counselor and teacher; for it is imperative that both see the student in terms of each others existence. Let's examine why this is not done. First, the time factor will be given as a primary reason. However, what is an underlying factor here is the attitude that the teacher might have in receiving education information from an H.R.D. counselor. Real or imagined, the H.R.D. counselors might have apprehensions. However, the responses from the questionnaire clearly indicate that teachers do want this exchange of information. The concern here is that information and feelings of students are left in limbo, and a positive confrontation of the problems are avoided and, most importantly, the student is not made aware of his part in improving the situation and getting, attitude wise, that much more closer to employment or being job ready.

a. The point is that not every bit of feedback from a student to the employment counselor should be reported to the teacher, but if communication is consistent and open, then the insight of these problems would be understood in the proper perspective and, more importantly, the student would sense that the schools and the H.R.D. office are working together.

b. It is not the concern here in determining whether a student is correct or not in the assessment of a particular situation, but that the teacher and counselor have an opportunity for self evaluation in terms of how they come off to the people they are trying to serve. Advancement does not exclude the teachers. The students advance to the next step, closer to a job or training program, while the teacher should be advancing his insight and improving himself so that he is in a better position to get the WIN student to help himself. Ditto for the employment counselors.

Students are kept in classes where it has been clearly demonstrated that they are not benefitting from the classroom situation.....

This includes ESL and basic education students that are in the classroom situation for a period of time and, according to the teacher, are not making progress and will not be employable by staying in the class. Very often, the person is kept in class, either with no apparent vocational plan or "better to have him in class than at home" type of attitude. In most cases, the teacher comes to the conclusion that a person is not benefitting from the following:

a. Normal everyday observations and participation of student

b. Quality of work

c. Retention and ability to understand new concepts

d. Attendance and attitude

e. Basic education and achievement tests

f. Perceptual reasoning test (non-verbal test that correlates highly with intelligence)

It is emphasized to the teacher that all efforts be exhausted to give the individuals so "labeled" as not benefitting from class every chance possible, which include tutoring when possible, one to one teaching, small group teaching, and peer tutoring. So, when the instructor so designates a person not benefitting, the following may take place:

a. The objectives of the program may be so carried out and meet the needs of "most" of the people.

b. Serve as a guide for H.R.D. in requesting classes and services to meet the needs as indicated by the population it is serving.

The people that were often described as not benefitting from classroom situation were:

a. Non-readers who made no appreciable progress

b. People with health problems, both physical and emotional, who were unable to attend class often and, when in attendance, had difficulty keeping their attention focused on class activities.

c. People that had minimal retention and stayed at the same keel for a long period and did not make any significant progress.

The effort on the part of the teachers was to present an objective evaluation so that the specific needs of the people could be worked on so that program or "class hopping" would not prevail. A person with a learning problem in one class may very well be transferred under the guise of benefitting from another situation and, eventually, entering another class or program without a confrontation so that the student may be made more aware of his abilities in relation to getting a job or entering a vocational training program.

4. <u>Lack of information regarding student vocational goals</u> - This lack of communication exists in the passing of vocational goals of students, where the teacher is often unaware of the specific vocational goals or the up-to-date developments that may lead up to a particular vocational area of their students. It is important to keep the following in mind:

a. Vocational goals are usually determined during the two-week orientation prior to a classroom or vocational training assignment.

b. After a period of time in the classroom, a student often changes his vocational outlook because he "discovers" himself in the new situation and, hence, needs, desires more exposure and information.
   (1) This would give an important clue as to the value of employment counselors viewing the student as he is in class, assessing his abilities more closely in relation to his vocational goals.

   (2) This does not mean that all students should enter a classroom without a specific vocational goal but to carefully scrutinize those people that are not sure or have very general plans.

CONCLUSIONS

The success of the program depends largely on the placement of students into vocational and on-the-job training program, getting closer to job placement, and out of the welfare rolls. The responsibility for the many placement determinations lie with the H.R.D. WIN teams. The teacher wants the very best for each student... that each student be given the opportunity for maximum growth and consideration. Evaluations and pertinent information must be given to the employment counselors. Written evaluations are not sufficient. Test results are not sufficient. The personal contact and thoroughness of the teachers in getting information to the H.R.D. counselors is imperative so the students may have the opportunities to enter various programs.

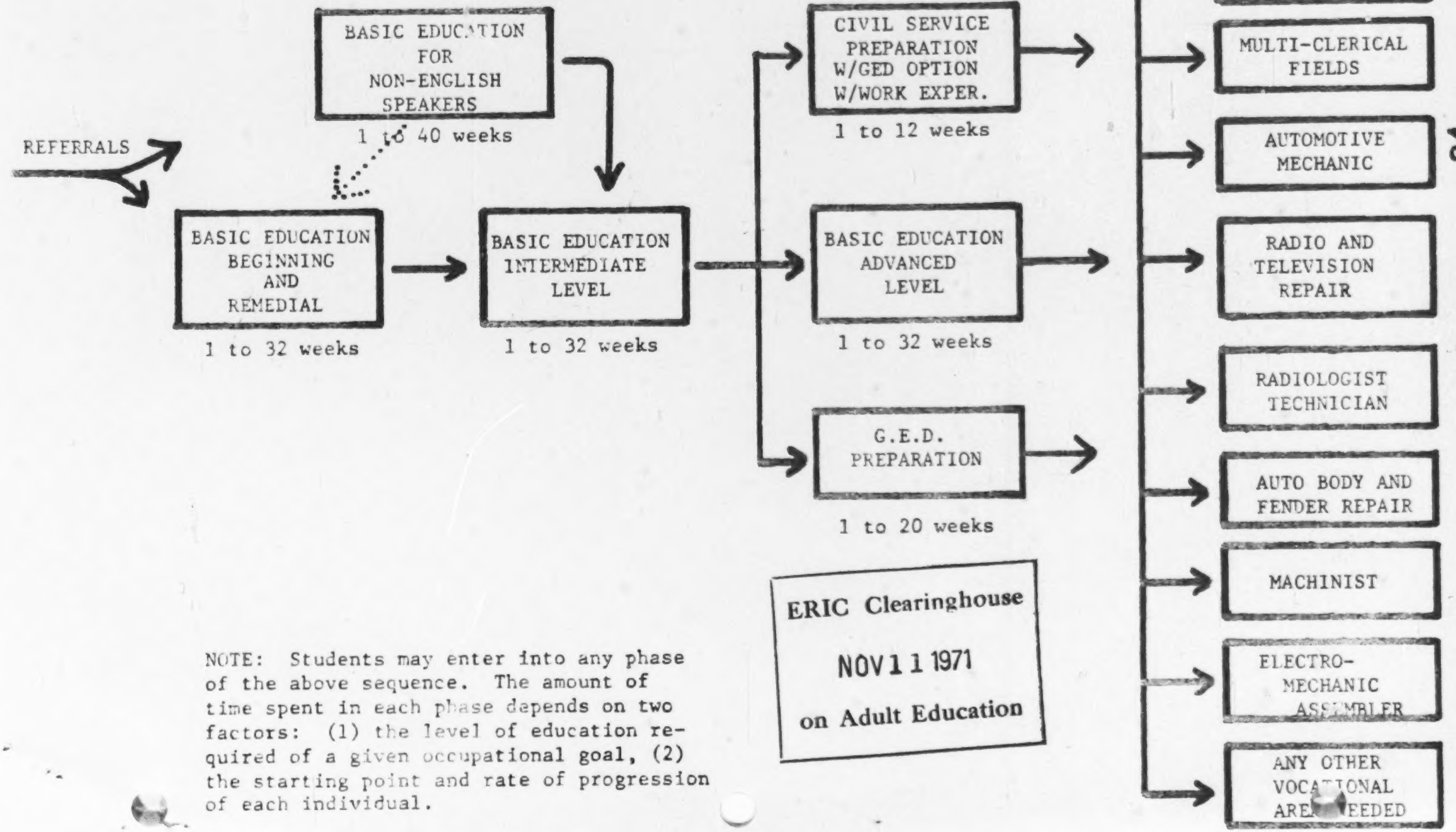
It is suggested that one of the teacher's primary responsibilities is to establish the rapport with the H.R.D. counselors so that the teacher will be in a position to help his students advance. If a teacher does an outstanding job of teaching in the classroom and fails to communicate with the agencies responsible for trying to place the students, then the danger of time spent in classroom being wasted is a very strong possibility. If valuable, personal information is not passed on between teachers and H.R.D. counselors, then the counselor is forced to evaluate his clients on test scores and general written evaluations. The idea is to individualize each student's abilities and not depend on the "normal" channels of communication.

The teacher may feel that there is not enough time to personalize or individualize each of his students, and it is agreed. In many cases, the usual lines of communication and evaluation will suffice. It is when special consideration is needed for a student; it's when a student doesn't test high, but has other "unmeasurable" talents that might help him be placed.

The teacher and H.R.D. counselors are dealing with the same people in different environments. The teacher sees the student in the classroom for six hours a day, while the employment counselor might talk with the student once in seven weeks. Both the teacher and the counselor are important people in the student's life. And yet, as indicated by the questionnaire responses, exchange of information is lacking between the employment counselors and the teachers. Each is doing their thing without checking with each other and figuring out how they might work together for the betterment of the same people. Currently, the WIN teams from the East Los Angeles WIN Office meet with the teachers on a regular basis. Santa Monica WIN teams also have periodic meetings with the teachers, and the Broadway WIN office recently started meeting with some of the ESL teachers. The teachers have become an integral part of the team concept, which is strongly suggested in this context.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult Education
WORK INCENTIVE PROGRAM

PROJECT SEQUENCE PLAN



NOTE: Students may enter into any phase of the above sequence. The amount of time spent in each phase depends on two factors: (1) the level of education required of a given occupational goal, (2) the starting point and rate of progression of each individual.

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